



MAY 2000

**ED EMPOWERMENT ZONE/ENTERPRISE COMMUNITY PROGRAM OFFICE
NEWSLETTER
OFFICE OF VOCATIONAL AND ADULT EDUCATION**

A Message from the Director, by William L. Smith

I am extremely pleased that we are concentrating on the Office of Vocational and Adult Education (OVAE) in this special edition of the newsletter, as we think the office has the potential to be of important assistance to the Empowerment Zone/Enterprise Community (EZ/EC) communities. Our assistant secretary, Patricia McNeil, has described the New American High School, the first of a series of steps concerning high school reform. A second step, still being conceptualized, will be the newly authorized Smaller Learning Communities Initiative.

Our editor, Barbara Gilbert, has presented the OVAE material in this issue with introductions by office and program directors and staff descriptions of their programs. Barbara has also included an article about a project of the National Youth Employment Coalition, "PEPNet," that dovetails nicely with OVAE's work.

We are offering this issue to our readers as a reference document giving a broad-brush view of the workings of OVAE. We hope they will be encouraged to do more research into programs that interest them, either by visiting the Web sites, or contacting the OVAE staff named at the end of each article.

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HIGH SCHOOL REFORM

Contributed by Patricia McNeil, Assistant Secretary, OVAE

Secretary Riley recently challenged us to rethink how we educate young people at the high school level. Important reforms are happening in many elementary and middle schools. But too many high schools remain dominated by the impersonal, generations-old "factory model." Educators, employers, parents, and students themselves have been telling us that this old model doesn't work. We should listen.

Three years ago, the Department of Education launched the New American High Schools initiative to identify high schools on the leading edge of change--schools that are using new approaches to raise student achievement and prepare young people for college and careers. We have identified 30 schools that represent the broad range of American high schools, including large, comprehensive high schools, restructured vocational technical schools, and magnet schools, serving urban, suburban, and rural communities. We call them New American High Schools because they are very different from the traditional high school. They set high standards for all students--not just some. They focus on student learning--not just on seat time and grades. They create smaller, safer, supportive learning environments. They have well-prepared teachers and make time for teachers to work together. They have principals who provide strong leadership and collaborate with teachers. They use lots of technology, and they form strong partnerships with parents, colleges, and business and community leaders.

To help more communities learn from these pioneers, we are providing a variety of resources. Information about successful high school reform strategies can be found on our Web site at <http://www.ed.gov/offices/OVAE/nahs/>. On June 14-16, we will hold a national conference in Washington, D.C., to help educators, policy-makers and community leaders learn more about what works and develop action plans to improve their high schools. High schools will have \$45 million in discretionary grants available this spring to help them create smaller learning environments for students through career academies, more intensive counseling and mentoring, and other approaches. Schools located in EZ/EC communities will be given priority.

SCHOOL-TO-WORK

The school-to-work approach to learning is based on the fact that individuals learn best by doing and by relating what they learn in school to their experiences as workers. The school-to-careers approach is based on the concept that education for all should be made more relevant and conducive to multiple future careers and lifelong learning. The effort to create a national school-to-work system contains three fundamental elements: school-based learning, work-based learning, and activities connecting the two. It was developed with the input of business, education, labor, and community-based organizations that have a strong interest in how American students prepare for careers. Stephanie Powers is the director of the School-To-Work program. For more information, please visit: <http://www.stw.ed.gov>

SCHOOL-TO-WORK URBAN/RURAL OPPORTUNITIES GRANTS

School-to-Work (STW) Urban/Rural Opportunities Grants (UROG) fund partnerships in high-poverty urban and rural areas (those with poverty rates above 20 percent for youth under 22). Those areas have developed specific strategies to address the multiple needs of urban and rural in- and out-of-school youth. The funding is designed to support community-based efforts that provide career, education and training opportunities for youth living and attending school in America's most impoverished urban and rural neighborhoods.

The UROG STW partnerships offer youth a variety of activities and services, a rigorous curriculum with opportunities for project-based and contextual learning, service learning, job shadowing, career counseling and exploration, internships, and apprenticeships. The EZ/EC will include their STW plan as part of their overall economic and workforce development strategy. These strategies encompass a variety of efforts in education, community development, public safety, human services and environmental protection.

The School-to-Work UROG partnerships located in EZ/ECs that were funded in 1999 are the Imperial Valley Enterprise Community in the extreme southeastern region of California, the Cleveland School-to-Work (STW) Partnership in the Cleveland, Ohio, Empowerment Zone, Jackson County in the southeastern Kentucky Highlands Empowerment Zone, Mission Accomplish, the Enterprise Community School-to-Work collaboration in San Francisco, California, and the Ogden City Enterprise Community in Ogden, Utah.

Contributed by Melanie Akers, Program Officer, School-to-Work Learning Center (202) 401-3801 or (800) 251 7236.

THE PROMISING AND EFFECTIVE PRACTICES NETWORK (PEPNet), a project of the National Youth Employment Coalition (NYEC)

In August 1995, the [National Youth Employment Coalition](http://www.nyec.org) (NYEC) convened a Working Group of 36 experienced youth employment and youth development experts (a nationwide diverse group of policy makers, researchers, employers, and others) to create a credible system for countering the prevailing notion that nothing works for out-of-school youth. In the first year, NYEC, with the counsel of the Working Group, created the criteria for effectiveness, conceived a self-assessment and application and conducted a national search for effective youth employment and development programs. Thus was PEPNet born.

PEPNet invites all youth employment and development professionals to become involved in the Network. Any organization developing employment for youth ages 14-25 may apply to be recognized by PEPNet. Applications for the next PEPNet recognition will be due in spring 2000, and the application is available for downloading from the NYEC Web site, <http://www.nyec.org>. *Lessons Learned from 51 Effective Youth Employment Initiatives*, also available on NYEC's Web site, highlights the effective practices of PEPNet-awarded youth initiatives, including several from EZs and ECs. The following descriptions of PEPNet awardees were extracted from the profiles featured in *Lessons Learned*.

YouthBuild Detroit, Young Detroit Builders

Contact: Beverly Manick, executive director, phone (313) 831-1318

Young Detroit Builders (YDB), located in the Detroit Empowerment Zone, assists youth in obtaining a General Education Diploma (GED), gaining satisfying and long-term employment, and becoming good parents, community leaders, and responsible citizens.

YouthBuild Detroit enrolls approximately 40 trainees each year, giving priority to empowerment zone residents. Trainees work and study for 35 hours a week in four teams. Trainees receive cash stipends for 12 months and follow-up services for an additional year. Center-based activities include vocational education, instruction in basic academic skills, GED preparation, job skill development, and more, which promote self-awareness and self-esteem. At the work site, trainees learn construction skills and renovate housing in low-income areas. In addition to the educational and training program components, the program also offers support services, community service projects, job placement, and follow-up support.

STRIVE/East Harlem Employment Service

Contact: Joseph Scantlebury, executive vice president and general counsel, phone (212) 360-1100

The mission of STRIVE/East Harlem Employment Service, located in the New York, New York Empowerment Zone, is to train inner-city youth and young adults for long-term employment experiences, to place them and continue to support them.

The fundamental elements of STRIVE's employment intervention to promote the long-term employment of this population are attitudinal development and post-placement support. Attitudinal development is assessed and training given in the program's employment training workshop designed to encourage considerable group interaction. In addition, STRIVE commits to a minimum of two years of follow-up services, functioning as a safety net for STRIVE graduates and allowing for ongoing learning experiences.

Arizona CALL-A-TEEN Youth Resources, Inc.

Contact: Bernice Lever, chief executive officer, phone: (602) 252-6721

The mission of Arizona CALL-A-TEEN Youth Resources, located in the Phoenix Enterprise Community, is to help develop long-term economic self-sufficiency for at-risk teens and young adults. The initiative uses comprehensive training and education programs to accomplish this mission, comprising two separate program components: the Job Training Partnership Act (JTPA) programming (Title IIC, supplemented by an adult Basic Education Grant), and education and services provided as a public high school "center of excellence," or CoE. Arizona CALL-A-TEEN is chartered by the Arizona Board of Education. Young people can participate in both components.

A full range of academic instruction is offered. Preparation for the work place and linkages to address social service, family and health issues are also included in the program.

The JTPA component helps participants become competent in three areas that enhance employability: pre-employment/work maturity, basic education, and job-specific skills.

Contributed by

Julie Williams, Program Associate, National Youth Employment Coalition (202) 659-1064

TEACHER DEVELOPMENT INITIATIVE

The Office of Vocational and Adult Education (OVAE) and the National School-to-Work Office (NSTWO) have made a major commitment to develop promising practices--those that improve teacher recruitment, preparation, and professional development and that help students connect what they are learning to real-life applications of knowledge and skills. Instructional strategies such as case studies, inquiry-based learning and hands-on activities engage and motivate students by making it possible for them to demonstrate not only what they know but also what they can do. In this type of learning environment, students not only learn theories of math, science, or accounting, they also learn to think and work like a mathematician, scientist, or accountant.

Seven projects represent the Department's Teacher Development Initiative and the president's goal for a talented and dedicated teacher in every classroom. The projects support the goals of the National School-to-Work Opportunities Act of 1994 and the Carl D. Perkins Vocational and Technical Education Act of 1998. Their outcomes will document how these models are different from other models of teacher preparation. Evaluations will be conducted showing the effect of the models on teacher practice. Following are a few of the projects:

Category 1: Pre-service Teacher Preparation:

Awardee: University of Georgia, Athens, Georgia

Contact: Donald O. Schneider (706) 542-2386

This award will fund a pre-service teacher preparation program of contextual teaching and learning through: work-based, school-based, and community-based learning experiences; faculty collaboration across disciplines; professional development of faculty; and student collaborations, field experiences, problem solving, and follow-up.

Category 2: Teacher In-Service Professional Development

Awardee: University of Wisconsin Center on Education and Work, Madison, Wisconsin

Contact: Thomas A. Sargent (608) 263-5936

<http://www.cew.wisc.edu/teachnet>

The Center is developing a national network of schools and education groups, "TeachNet," committed to providing teacher training in contextual learning methods. The project helps high school and community college teachers understand how to use the community and workplace as laboratories where students can practice contextual learning. Products will include a Web page, the development of a resource and "how to" guide, and an impact study report describing the results at each of the participating schools.

Awardee: Bowling Green State University, Bowling Green, Ohio

Contact: Robert Berns (419) 372-2904

<http://www.bgsu.edu/ctl>

This contract will fund the design, development, and field testing of an interactive Web-based training model that will allow educators to either individually or collectively access contextual teaching and learning information. The Web site will be field tested in three Ohio school districts.

Category 3: Career Academies

Awardee: Recruiting New Teachers, Inc., Belmont, Massachusetts

Contact: Anne Berrigan (617) 489-6000

The Urban Teacher Academy Project (UTAP) will build a larger, more qualified, and diverse teacher workforce for the nation's urban schools by expanding a proven School-to-Work approach--teacher academies. Teacher academies encourage high school students to consider careers in teaching, introduce them to the rewards and challenges of the profession, and support them in pursuing postsecondary education. Four established urban high school teacher academies would be used as models.

Questions and comments regarding the projects should be directed to Peggi Zelinko (202) 205-9249, Team Leader of OVAE's Teacher Development Initiative and Susan Toy, Program Analyst (202) 260-7007.

NEW AMERICAN HIGH SCHOOLS

The New American High Schools initiative has been a leading catalyst in the Department's efforts to promote and magnify the need for comprehensive high school reform. By identifying leading-edge, reform-driven, showcase high schools, this initiative aspires to transform high schools nationwide into institutions that fully prepare students to meet the challenges of a changing and increasingly competitive global economy.

Not all students are being prepared for today's economy. At the national, state and local levels much attention is being paid to the lack of academic preparation exhibited by high school students. Data from the National Center for Education Progress clearly show that students are not receiving the academic preparation needed to succeed or compete in the knowledge-based economy of the 21st century. Over 20 percent of young Americans between the ages of 18 and 25 do not graduate from high school. Further, American twelfth graders scored better than only two countries on the Third International Math and Science test. While this research indicates a compelling need for comprehensive high school reform, the Consortia for Policy Research estimates that at the current rate of reform, only 20 percent of high schools have incorporated reforms. New American High Schools develop research-based strategies to promote all students learning to high levels--high enough for college and careers. The strategies followed by these schools include:

- ◆ An emphasis on problem-solving activities rather than on lecturing;
- ◆ Use of experience-based education which recognizes that teaching and learning need to occur in a variety of contexts;
- ◆ Students directing and monitoring their own learning;
- ◆ Integration of technology into the curriculum; and
- ◆ Use of a wide range of assessments, not just standardized tests.

In 2000, the sixth full year of the initiative, the focus is on school expansion, continued national outreach and in-depth research into effectiveness and student outcomes.

The New American High Schools initiative aspires to impact the high school reform movement through the recognition and support of leading, national showcase high schools engaged in whole school reform and dedicated to ensuring all students graduate, acquire strong academic skills and are prepared for college and careers. Any high school in the country engaged in standards-based comprehensive reform and able to demonstrate significant achievement across a variety of student outcome measures should be eligible to apply for recognition. The most recent competition was held in January 2000. Gail Schwartz is the director of the initiative. To learn more about the program, visit <http://www.ed.gov/offices/OVAE/naahs>.

There is a special outreach effort to involve high schools located in the Empowerment Zones in gaining the technical assistance they need to become New American High Schools.

Contributed by Laurence Peters, Deputy Director, ED EZ/EC Program Office, (202) 708-5938.

WHITE HOUSE INITIATIVE ON TRIBAL COLLEGES AND UNIVERSITIES

In the late 1960s, American Indians faced dismal educational outcomes. The following data is representative of one hundred students:

- ◆ 56 would become high school drop-outs;
- ◆ 44 would graduate from high school;
- ◆ Only 6 to 7 high school graduates would go on to college;
- ◆ 4 to 5 in college would drop out after one year or less, leaving only 1 or 2 to graduate with a 4-year degree;
- ◆ If either graduate decided to pursue an advanced degree, he or she had less than a 10 percent chance of attaining the degree.

Tribal leaders knew they had a very serious problem. They knew that adult education was the key to economic self-sufficiency and equality, but the mainstream educational system was failing most of their tribal students. They knew something had to be done. They realized that to succeed, American Indian higher education needed to be locally and culturally based, holistic, and supportive. The education system needed to address the whole person: mind, body, spirit and family.

And so, in 1968, in a small isolated community on the Navajo Nation in northeastern Arizona, the first tribal college opened its doors. Since that time, tribal colleges have flourished throughout Indian country. They have grown in number from seven in 1972, the founding institutions of the American Indian Higher Education Consortium, to 32 institutions in 12 states across America today.

As the tribal college movement has grown over the years, evidence of the colleges' tremendous value and need has continued to mount. President Clinton signed Executive Order 13021 on Tribal Colleges and Universities on October 19, 1996. The initiative's office is housed in the Department of Education's Office of Vocational and Adult Education.

Executive Order 13021 articulates six goals for the White House Initiative on Tribal Colleges and Universities:

1. Ensure that tribal colleges are more fully recognized as accredited institutions and that they have access to opportunities afforded to other higher education institutions.
2. Ensure that federal resources are committed to tribal colleges on an ongoing basis and that mechanisms are established for increasing access by the tribal colleges to federal resources.
3. Promote access to high-quality educational opportunities for economically disadvantaged students.
4. Promote preservation and revitalization of native languages and cultures.
5. Encourage innovative linkages between the tribal colleges, early childhood programs and elementary and high schools.
6. Support the national education goals.

To achieve the six goals, the Executive Order calls for a three-part strategy:

1. A President's Board of Advisors on Tribal Colleges and Universities, made up of 15 national leaders from tribal colleges, the private sector, foundations, and the education community, will guide overall policy for the initiative; make annual recommendations for assisting the tribal colleges in key areas; encourage public-private partnerships to benefit the tribal colleges; and monitor the federal government's progress in implementing the Executive Order. The board meets at least twice annually.
2. The initiative office is developing a coordinated federal five-year strategic plan and an inter-departmental committee based on plans prepared by and for each participating agency.
3. The Office of the White House Initiative on Tribal Colleges and Universities, within the Department of Education, has been established to lead implementation of the order and to help the board set direction and oversee the federal effort. Primary duties are to:
 - Help ensure, through a coordinated public-private effort, that greater federal and private sector resources are available to the tribal colleges on an ongoing basis.
 - Advocate for tribal colleges to federal agencies and the private sector, and advocate for the federal government to the tribal colleges.

--Coordinate the overall implementation of the Executive Order and the development of the federal five-year plan and annual agency reporting, and hold agencies accountable for fulfilling requirements of the Executive Order, submitting plans, conducting inventories, and addressing emerging needs of the tribal colleges.

Carrie Billy, a Navajo lawyer from Arizona, is the executive director of the initiative. For more information on tribal colleges, please visit <http://www.ed.gov/offices/OVAE/TribalCol/index.html>.

THE DIVISION OF ADULT EDUCATION AND LITERACY (DAEL)

DAEL funds programs authorized under the Adult Education Act. It has overall responsibility for enabling adults to acquire the basic skills necessary to function in today's society. The programs help adults complete secondary school, enhance family life, attain citizenship and participate in job training and retraining programs. For FY 2000, a greater emphasis on accountability is placed on state grant programs in accordance with the provisions of Sec. 212 of the Workforce Investment Act of 1998. This includes a new comprehensive performance accountability system for achieving continuous improvement of adult education and literacy activities. More than four million students receive program services each year.

Grants are awarded in five categories: Adult Education (state grants); English Literacy/Civics Education; Incentives; National Leadership; and National Leadership for Literacy.

On November 17, 1999, the Request for Proposal for the new English Literacy and Civics Education Grants was published in the *Federal Register*. These grants support projects that demonstrated effective practices in providing access to English literacy programs linked to civics education. The deadline for transmittal of applications was January 18, 2000. Approximately \$7 million in discretionary grants was awarded.

Contributed by Ronald Pugsley, Director, DAEL

DISABILITIES AND ADULT EDUCATION

Over the past decade, much effort has gone into helping the adult education community understand the real nature of disabilities in adulthood and how they can impact the lives of adult learners. Despite these efforts, many persons involved in lifelong learning still have a limited understanding of: the issues involved; the new research, such as that from the National Institutes of Health (NIH) on learning disabilities; and the new concepts of support for this population indicated by the research.

The Office of Vocational and Adult Education (OVAE) is working to increase understanding in the field through its publications, through the Workforce Investment Act (WIA) planning process and through the development of model projects with states.

The major barriers facing adults with learning and other disabilities, and the programs that serve them, are lack of understanding about and resources for screening and formal assessment for disabilities. Without this formal assessment, a person with a disability is not considered as having a disability and therefore not entitled to civil rights protection under federal law. The major protection in this case would be the right to "reasonable accommodations" (ADA Title I) in the workplace and "reasonable adjustments and modifications" (ADA Titles II and III) in educational settings (when studying for the General Educational Development (GED) program, for example).

OVAE, in partnership with the Department of Labor, is developing a tool to help program management and front-line workers in welfare programs understand disability and its relationship to work and education. In addition, in partnership with the National Institute for Literacy, OVAE is funding four centers to work directly with states, one-stop programs, and adult literacy programs to develop resources for screening and assessment of participants' potential disabilities.

Research and field practice of both NIH and the Rehabilitative Services Administration (RSA) show that accommodations are a major factor in enabling a person with disabilities to be successful in both educational and employment situations. However, few programs involved in lifelong learning

understand the need for or the right to accommodations. Therefore, few persons with disabilities in adult learning programs have accommodations and assistive technology available.

OVAE is working to develop better understanding in this area. It distributes publications and is developing a joint national effort with the Office of Special Education and Rehabilitative Services (OSERS) to better link rehabilitative services programs with adult basic education programs

Research shows that most youths and adults with learning disabilities (LD) do not enter postsecondary education programs (only 30 percent within five years of leaving high school). There appear to be many causes for this failure to participate in lifelong learning activities. In part it seems that technical and vocational training programs are less "accommodating" than four-year schools. In part, persons with LD are unaware of their rights to accommodations.

The San Antonio Enterprise Community is pursuing four interrelated strategies to assist hard-to-serve Temporary Assistance for Needy Families (TANF) recipients with disabilities in the Edgewood neighborhood reach economic self-sufficiency through unsubsidized work. The program's service strategy design includes: 1) a comprehensive infrastructure to ensure that new workers receive the support they need, including job readiness and tutoring, English language instruction, post-employment training, and case management; 2) a multi-year action plan to expand opportunities for the target population; 3) an employer council to advise the cooperative and help implement the multi-year action plan; and 4) the creation of a credit union and an individual development account program for participants.

Contributed by Glenn Young, Disabilities and Adult Education Specialist, DAEL (202) 205-3372

COMMUNITY TECHNOLOGY CENTERS

As our readers may recall, the last issue of the newsletter carried an article about the Community Technology Centers (CTC), a program housed in DAEL. (For a refresher, please visit <http://www.ed.gov/offices/OVAE/nlet3aug99.html>.) There are a number of CTCs in the zones and communities. To name a few:

- ◆ **The Children's Aid Society, Harlem, New York City.** This center is using its grant to expand an existing center and build three new satellite centers. Serving the Harlem Empowerment Zone, the centers will work with Computers for Youth to increase home access to computers, improve computer literacy among residents, and increase participant exposure to information technology careers through "Silicon Alley" mentors. More information is available at the CTC Web site, <http://www.ed.gov/offices/OVAE/ctc>

- ◆ **Douglas-Cherokee Economic Authority.** In an area recognized by the Appalachian Regional Commission as particularly "distressed," a Technical Education Center (ATEC) and three satellite centers are being developed. Serving a Tennessee Enterprise Community, the centers will place a special emphasis on increasing the computer literacy of female heads of household and other disadvantaged individuals.

- ◆ **Fast Forward,** a project of **United Way of Midlands,** increases access to information technology for adults and children in the inner city of Columbia, South Carolina--a designated federal Empowerment Zone. The community technology centers will offer after-school enrichment, adult education, and technical training. Midlands Technical College will teach courses at the centers leading to an associate's degree in computer science. Classrooms with full Internet access, online connections to distance learning, and educational software are open during the after-school hours, evenings, and on weekends. Activities include a pre-school reading enhancement program, interactive video conferencing for small business development, and Web page design.

POWERUP, Providing Internet Access to Low Income Students

<http://washingtonpost.com/wp-srv/business/feed/a40696-1999nov9.htm>

PowerUp, a partnership between America Online Inc., Microsoft Corp., PowerBar Inc., and others, including General Colin Powell's America's Promise: Alliance for Youth, has opened four pilot sites and pledges 250 by this time next year. The initiative brings these power houses together to create tech centers based in poor communities and aimed at bridging the gap between those who have access to the Internet and those who do not.

These non-commercial tech centers will provide Internet access on 50,000 donated Gateway computers through 100,000 AOL donated accounts and offer PowerBar snacks to participants in the after-school programs. Americorps-VISTA volunteers will serve as mentors and trainers while other nonprofits such as the YMCA and the National Urban League provide classroom space and dissemination of the project. Microsoft and others are sponsoring PowerUp programs close to home.

The announcement of this program comes months after the U.S. Commerce Department announced that despite monies spent on wiring schools, the nation's low-income children are far less likely to have Internet access than their wealthier counterparts. Founders of the program hope that these children will not only be given access to the Internet, but also an alternative to hanging out on the street or sitting in front of the television after school.

ENGLISH LITERACY AND CIVICS EDUCATION DEMONSTRATION GRANTS PROGRAM

OVAE's Division of Adult Education and Literacy announced a discretionary grants program to support demonstration projects in English Literacy (EL) and Civics Education. This initiative will help states and communities provide limited English proficient (LEP) adults with expanded access to high-quality EL programs linked to civics and life skills instruction. These programs will enhance understanding of and the ability to navigate the U.S. Government system, the public education system, the workplace, and other key institutions in American life.

Civics education and life skills instruction are important in assisting immigrants and others to become full participants in American life. In 1997, the United States Commission on Immigration Reform found that understanding the basic principles and values of American society provides immigrants, particularly new United States citizens, a shared commitment to the American values of liberty, democracy and equal opportunity. In 1998, the Advisory Board for One America, the President's Initiative on Race, recommended strategies to include immigrants in the American community and foster a greater degree of community cohesion by promoting programs that provide instruction in the rights and duties of citizenship. Existing civics programs focus specifically on helping immigrants pass the naturalization test, but do not typically address broader issues of helping immigrants learn about life in America.

For LEP students and immigrants to succeed and become full participants in American life, they must be able to read and communicate in English. Evidence from immigrant communities demonstrates high levels of enthusiasm for learning English and participating in civic life; however, the demand for English literacy (also known as English as a second language [ESL]) instruction outweighs the current supply.

EL instruction is the fastest growing component of adult education: enrollment in EL has increased 105 percent over the past ten years. Approximately \$7 million in discretionary grants was awarded to support EL/civics programs to increase access and improve adult education EL services. The deadline for transmittal of applications was January 18, 2000. Eligible applicants included community-based organizations, local educational agencies, colleges (including community and tribal colleges and universities), libraries, unions and other organizations. Preference was given to eligible applicants prepared to provide a 25 percent cash or in-kind match to the grant, and to projects that serve areas with a significant unmet demand for EL/civics education programs.

For more information, please call OVAE at 202-260-9279, 202-205-9233, or 1-800-USA-LEARN.

Contributed by Rebecca Moak and Joan Givens, DAEL

THE COMMUNITY COLLEGE LIAISON OFFICE

The Community College Liaison Office (CCLO), located in OVAE, was authorized and created by the Higher Education Amendments of 1992. (The former community college office's authority had been allowed to lapse in the early 1980s.)

The mission of CCLO is to serve as the principal policy advisor to the secretary of education on community college issues, to provide guidance to program directors within the Department and other federal agencies who manage programs and activities affecting community colleges, and to serve as an advocate and resource to community colleges, their faculty, and administrators.

To address its mission, the CCLO:

- ◆ Provided technical assistance in the preparation of the Department's position on the most recent reauthorization of the Higher Education Act, and other legislative issues of importance to community colleges;
- ◆ Developed and carried out a series of "multi-agency funding workshops" (five to-date) for rural and isolated colleges. At these workshops, up to ten separate federal agencies and programs discuss their programs, new initiatives, other funding opportunities and grant writing procedures;
- ◆ Partnered with the Stanley Foundation of Muscatine, Iowa, to conduct a series of statewide workshops integrating global education into the strategic design of the colleges' mission. About 12 such workshops have been held to date, with more to follow in the next two years;
- ◆ Sponsored, with Health and Human Services and the Department of Labor, eight "welfare-to-work" technical assistance workshops during the last year for the community college sector;
- ◆ Collaborated with the Education Commission of the States (ECS) to provide financial support for the development of a new National Community College Research Center and Clearinghouse which should begin operations in 2000;
- ◆ Jointly prepared a "best practices" paper for an EZ/EC White House meeting and a national EZ/EC conference held in Detroit in 1998;
- ◆ Sponsors and coordinates the Phi Theta Kappa national honor internships in the Department. In the past three years, the number of honor students who hold internships at USED has doubled;
- ◆ Serves as a contact point for international visitors who come to the United States to learn about community colleges which, increasingly, are seen as models for the world; and
- ◆ Works regularly with the ED EZ/EC Program Office to further the interests of community colleges within the zones.

Jacqueline Woods is the director of the Community College Liaison Office. The office can be reached at 202-205-3294 or visited at <http://www.ed.gov/offices/OVAE/CCLO>.

Contributed by Allen Cissell, Senior Program Officer, CCLO

THE DIVISION OF NATIONAL PROGRAMS (DNP)

The Division of National Programs provides national leadership to improve the quality of vocational, adult and workforce education. The division serves as a catalyst for program improvement and education reform through targeted investments at the local, regional and national levels, especially as they relate to departmental and national priorities. The division is responsible for the administration of national discretionary programs including: The National Research Center for Career and Technical Education, The National Dissemination Center for Career and Technical Education, the Tribally Controlled Postsecondary Vocational and Technical Institutions Program, the Native American Program, programs serving the Outlying Areas of the Pacific as well as the Appalachian Regional Commission Programs and the Correctional Education Programs.

The division's initiatives and strategies promote: access to and participation in lifelong learning and work; quality education relevant to work; and accountability for results. It includes the following program units: Appalachian Regional Staff; Office of Correctional Education; Program Improvement Branch; and Special Programs Branch.

Contributed by Dennis Berry, Director, DNP

THE NEW URBAN HIGH SCHOOL PROJECT

The New Urban High School (NUHS) project, funded by OVAE through the New American High Schools initiative, has outlined successful practices and developed strategies to support comprehensive school reform. The goal of the project was to identify and disseminate the work of urban high schools that have set high standards for all students by linking school with the adult world of work and learning.

With leadership from the Big Picture Company, Providence, Rhode Island, seven high schools were selected. Two of the schools served children from a zone or a community.

CPESS: CPESS is a small neighborhood school in East Harlem, located one-third of a mile from the New York Empowerment Zone, serving 460 students in grades 7-12. Well-known for its district and national leadership in the movement toward smaller schools characterized by intellectual rigor and a sense of community, CPESS is also a leader in providing quality work-based learning for all students. All students in grades 8-10 perform structured, supported community service. As a requirement for graduation, every CPESS student completes at least a one-semester, 100-hour internship, accompanied by a portfolio describing that work. The community services and internships are mediated through the CPESS advisory program, which is an exemplary support system for student learning and reflection.

The Met: As the lab school for NUHS, the Met has played an important role in the exchange of ideas and practices with the other five sites. Located half a mile from the Providence Rhode Island Enterprise Community, the Met opened in September 1996 with 50 ninth-graders. Now serving 210 students in grades 9-12, the Met will eventually grow to a school with 900 students on a campus composed of small units. All students at the Met have personalized learning plans centered on their interests and designed by a team consisting of the student, teacher/advisor, parent(s), and a mentor from the community. Students spend much of their time working at internships, engaging in community-service, and learning through other projects that have connections outside of school.

Nationally known educators served as mentors to the NUHS project: Howard Fuller; Norton Grub; Judith Warren Little; Deborah Meier; Larry Rosenstock; and Ted Sizer.

The work of the participating NUHS sites reflects a set of reform strategies for urban high schools and for all other high schools across the nation. The design principles are outlined in the project's culminating publications:

The New Urban High School: A Practitioner's Guide--a presentation of the six design principles drawn from the work of the NUHS sites and a compendium of case studies and materials designed to assist educators in providing students with rigorous learning experiences in the school, workplace, and community.

Seeing the Future: A Planning Guide for High Schools--a sequel to the practitioner's guide, this publication clarifies the design principles and introduces a process by which school teams can create principles-based action plans.

To obtain copies of the above guides and for more information on the New Urban High School project and the New American High Schools initiative, call (202) 260-7242, email ovae@inet.ed.gov or visit <http://www.ed.gov/offices/OVAE/nahs>.

Contributed by Allison Hill, Education Program Specialist, DNP (202) 205-5921.

THE OFFICE OF CORRECTIONAL EDUCATION

In 1991, the U. S. Department of Education created a new office to provide national leadership on issues in correctional education. The office was authorized by the Carl D. Perkins Vocational and Applied Technology Education Act Amendments of 1990. The Office of Correctional Education (OCE) provides technical assistance to states, local schools, and correctional institutions and shares information on correctional education with them. In addition, the office has provided cooperative demonstration and functional literacy grants.

Like the goals of the EZ/EC Program, many of the programs receiving funding from the Office of Correctional Education seek to ensure that individuals receive educational training and opportunities that will produce positive and successful community members. The Youth Offenders grant program, for example, is a formula grant program designed to provide postsecondary educational services to incarcerated youth offenders, age 25 and under. Youth within five years of release or parole, serving their time in a state prison, are eligible. These programs assist and encourage incarcerated youths to acquire functional literacy, life, and job skills, through the pursuit of a postsecondary education certificate, an associate's, or a bachelor's degree, while in prison. In addition, employment counseling and other related services are available during the period of incarceration and continue through prerelease and while on parole. Currently there are 44 states participating in this project.

The Life Skills for State and Local Prisoners program is a discretionary grant program designed to assist state or local correctional or correctional education agencies in establishing and operating programs. The programs are designed to reduce recidivism through the development and improvement of life skills necessary for the reintegration of an incarcerated individual into society. Currently, there are 13 awardees participating in this three-year program. One awardee is located in the Boston, Massachusetts Empowerment Zone, and one is located a quarter of a mile from the Baltimore, Maryland Empowerment Zone.

Contributed by Carlette Huntley, Program Specialist, DNP (202) 260-7274.

THE APPALACHIAN REGIONAL COMMISSION LIAISON OFFICE

The office administers programs, projects and activities that have been delegated from the Appalachian Regional Commission (the Commission) to the Department of Education (ED) under a Memorandum of Agreement. The Commission/Education partnership helps each of the 13 Appalachian states to create opportunities for self-sustaining economic development and improved quality of life.

The Appalachian Region includes all of West Virginia and counties in 12 other states. The following Empowerment Zones and Enterprise Communities (EZ/EC) are in the region:

First Round

Kentucky Highlands EZ;
Chambers County, Alabama EC;
Greater Portsmouth, Ohio EC;
City of Lock Haven, Pennsylvania EC;
Scott/McCreary Area, Tennessee and Kentucky EC;
Central Appalachia, West Virginia EC;
McDowell County, West Virginia EC;
Birmingham, Alabama EC;
Huntington, West Virginia EC;
Pittsburgh, Pennsylvania EC.

Second Round

Huntington, West Virginia/Ironton, Ohio EZ;
Knoxville, Tennessee EZ;
Clinch-Powell RC&D, Tennessee;
Upper Kanawha Valley, West Virginia

The Liaison Office provides national leadership and technical assistance on issues and programs in education reform as well as vocational and adult education specific to the region. Activities include reporting on emerging issues, conducting research, disseminating information about promising practices, and providing technical assistance to the commission, federal, regional and state agencies, local programs, and the field.

The Commission has funded a variety of community-based programs that have brought positive changes to the 406 counties in the region. Some recent education projects have included:

Motivating More Students to Attend College: Ohio Appalachian Center for Higher Education in the Portsmouth, Ohio Enterprise Community. This project helps high school students make informed college and career decisions. Please contact Executive Director Wayne White at wwhite@shawnee.edu or (740) 355-2299.

Also drawing on students from the Portsmouth, Ohio Enterprise Community in Ohio, the **Improving Training in Health Care: Scioto County Joint Vocational School** project has emphasized health care training and has upgraded its equipment to meet industry's needs. Please contact Interim Superintendent Steve Wells at christym@scoca-k12.org or (740) 259-5522.

In West Virginia, the **Increasing Work-Based Skills: Clay County Public Schools** project in the Central West Virginia Empowerment Zone hired a work-site facilitator to help make work-based experiences available to rural high school students. Please contact Assistant Superintendent Jeff Krauklis at jkrauk@hotmail.com or (304) 587-4266.

To learn more about education programs in the Appalachian Region, please visit www.arc.gov or call 202-884-7771 or 1-800-USA-LEARN.

Contributed by Nancy Brooks, Director, Appalachian Regional Commission Liaison Office, DNP

THE DIVISION OF VOCATIONAL/TECHNICAL EDUCATION (DVTE)

The Division of Vocational-Technical Education provides national leadership in the delivery of quality vocational and technical education programs. The mission of the office is to administer the Carl D. Perkins Vocational and Technical Education Act (Public Law 105-332) and to enhance and support vocational and technical education while promoting overall education reform.

The Perkins Act defines vocational-technical education as organized educational programs offering sequences of courses directly related to preparing individuals for employment in occupations requiring other than a baccalaureate or advanced degree. Programs include applied learning which contributes to an individual's academic knowledge, higher-order reasoning, problem solving skills, and the occupational-specific skills necessary for economic independence.

Under the Perkins Act, federal funds are made available to help provide vocational and technical education programs and services to youth and adults. The vast majority of funds appropriated each year under the Perkins Act are awarded in the form of grants to state educational agencies. These grants are usually identified as state basic grants and tech prep grants; funds for these grants are allotted to states according to a formula based on states' populations in certain age groups and their per capita income.

The distribution of funds within a state is directed to priority items established by the state in accordance with an approved state plan for vocational and technical education. Eligible recipients for subgrants under the state basic grants are local educational agencies and postsecondary institutions; consortia of local educational agencies and postsecondary institutions. They are eligible for subgrants under the tech prep grants. EZ/ECs should contact their state director of vocational-technical education for information about how their state is distributing funds.

Contributed by Ron Castaldi, Director, DVTE

CAREER ACADEMIES

Career academies are high school programs that are usually small schools or schools-within-schools in which groups of students take several classes together each year with the same group of teachers. The goal of the school-within-a-school structure is to promote more constructive relationships between and among teachers and students, and thereby to increase students' engagement and success in high school. There are over 1,100 career academies in operation, some established as long ago as the early 1960's. They prepare primarily high school juniors and seniors in such areas as environmental technology, applied electrical science, horticulture, sports education, business education, and many more.

One example of an academy recognized by the U.S. Department of Education as a New American High School is the Michael E. DeBakey High School for Health Professions in Houston, Texas, which is less than a mile from the Houston Enhanced Enterprise Community.

Career academies usually have several distinct elements that help to distinguish them from traditional education and training programs. Individuals that graduate from a career academy program are academically and technically proficient and qualified to continue with postsecondary education or enter the labor market. Some of the characteristics of a career academy program are:

- ◆ block scheduling;
- ◆ reduced class size;
- ◆ common planning;
- ◆ thematic learning;
- ◆ period/integrated academic and vocational content;
- ◆ partnerships with business;
- ◆ mentoring; and,
- ◆ structured out-of-school learning experiences.

Small classes allow teachers to get to know their students, allowing time to address individual needs. Career academy programs encourage, and in some cases require, the participation of business in the community, specifically those that are in the same technical field as the academy. A broad base of business links ensures the academy of industry support in providing job-related activities. Business partners need to be part of the program development team, adding their input to curricula and creating work-based learning opportunities.

Linking the student to the business world through mentoring is an important component of the career academy model. By the second year of the academy, each student should be matched with a mentor from the business community. The mentor gives the student a role model and a friend in the industry that can offer information and guidance on how to achieve success.

Career academy programs provide students with hands-on experiences in which they learn about and participate in workplaces. The experiences are carefully structured through in-class preparation; coordination with workplace supervisors; and careful sequencing of learning experiences in which increasing levels of complexity are introduced and students have opportunities to experience many aspects of the workplace.

For more information on career academies please visit <http://www.mdrc.org/Education.htm>

Contributed by Andrew Abrams, Education Program Specialist, DVTE (202) 260-7430

TECH PREP EDUCATION

Tech Prep Education is a significant innovation in American education reform. It was first federally funded under the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, amended by the School-to-Work Opportunities Act of 1994, and again amended by the Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III).

Tech Prep Education is a planned course of study in a technical field beginning in high school as early as the ninth grade. The course extends through two or four years of postsecondary occupational education or an apprenticeship program of at least two years following high school, and culminates in a two or four year degree or certificate.

The Perkins law requires that Tech Prep programs have seven elements:

1. An articulation agreement between secondary and postsecondary consortium members;
2. A 2+2, 4+2 or a 2+4 design with a common core of proficiency in math, science, reading, writing, communications and technologies;
3. A specifically developed Tech Prep curriculum;

4. Joint in-service training of secondary and postsecondary teachers to implement the Tech Prep curriculum effectively;
5. Training of counselors to recruit students and to ensure their program completion and appropriate employment;
6. Equal access of special populations to the full range of Tech Prep programs; and
7. Preparatory services such as recruitment, career and personal counseling, and occupational assessment.

States are required to give special consideration to Tech Prep programs that:

- ◆ Provide for effective employment placement or the transfer to baccalaureate degree programs;
- ◆ Are developed in consultation with business, industry, institutions of higher education, and labor organizations;
- ◆ Address effectively the issues of dropout prevention and reentry and the needs of special populations;
- ◆ Provide education and training in areas or skills in which there are significant workforce shortages, including the information technology industry; and
- ◆ Demonstrate how Tech Prep programs will help students meet high academic and employability competencies.

The new legislation, the Carl D. Perkins Vocational and Technical Education Act of 1998 (Perkins III), introduces several changes in Tech Prep Education. It expands the original four-year program to a four-to-six-year program, beginning in the ninth grade and ending in a four-year institution. It also expands consortium membership to include both institutions that award a baccalaureate degree, and employer or labor organizations as members. Tech Prep now uses educational technology and distance learning opportunities for students and requires an annual report on effectiveness

Each state receives federal funds to implement Tech Prep programs. There were approximately 1,029 Tech Prep consortia in 1995 and the number increases yearly. In 1995, 737,635 students in the United States were involved in Tech Prep. For more information on the program, please visit <http://www.ed.gov/offices/OVAE/tphome.html>

Contributed by Gisela Harkin, Career Guidance Program Officer, DVTE (202) 205-9037.

AGRICULTURAL EDUCATION/FFA

The world's largest student organization, FFA (formerly known as the Future Farmers of America) is an integral part of the agricultural education instructional program providing opportunities for nearly half a million young people across the nation. Eighteen of the United States' 20 largest cities have agricultural education programs with FFA chapters. Women hold approximately 50 percent of the FFA state leadership positions and FFA members earn \$4 billion annually through hands-on work-based learning.

FFA is changing. Women and ethnic minorities are now active members. In 1988, the student delegates voted to change the official name of this 71-year-old organization to the "National FFA Organization," to reflect the broad diversity of agricultural careers for which agricultural education/FFA prepares its student members. FFA is everywhere. The 451,997 members live on farms in rural areas, and in suburban and urban areas. Students' work experience programs vary from traditional agricultural production--like beef or crops--to genetic research and agricultural communications. An FFA member is considered an entrepreneur. Through work-based learning, members also learn the fundamentals of life: hard work, business management, and effective communication skills, to name a few.

Members, who must be enrolled in an agricultural education program, are able to experience agriculture through a multitude of activities. They get involved in local communities through youth mentoring programs. Networking, leadership development, practical training, and much more are all part of the agricultural education/FFA experience. Agricultural education/FFA students--whether they live in downtown Philadelphia or on the family farm in Oklahoma--are learning to develop their leadership skills by participating in FFA events. These integrated educational experiences challenge them to be scientists, farmers, horticulturists and many other professionals.

Agricultural education/FFA programs are good for students and communities. FFA members want to give back to local communities, to make a positive difference in the lives of others and to commit

themselves to maintaining and sustaining America's foundation—agriculture. For more information see the FFA Web page at <http://www.ffa.org>.

Contributed by Larry Case, National FFA Advisor and Chief Executive Officer, DVTE

(202) 205-8425.

Notes from the Editor

Superintendents who receive packets containing several copies of this newsletter should distribute them to school principals in their local communities and zones. Housing and Urban Development (HUD) and United States Department of Agriculture (USDA) contacts should distribute their extra copy to their local community empowerment board (C.E.B.). Thanks for your help!

We want to express our warm thanks to our OVAE colleagues who contributed articles on their programs for this special edition of the newsletter. It is remarkable to see the close connection between the zones, communities, and OVAE. We have placed boxes around all references to particular zones and communities so readers can find them easily. We hope to encourage further communication as our readers learn about how the programs described can help them. We urge our readers to contact project directors listed on these pages who have interests similar to their own.

We also want to thank Julie Williams of PEPNet, NYEC, for her fine article. Julie found us when cruising the Web one fine spring day and recognized the similarities between her program and OVAE's. One phone call to us and a permanent link was established. By the way, she tells us the awarded PEPNet programs are ongoing, with no ending date in sight

Please send your comments to the newsletter editor Barbara Gilbert via the Internet at Barbara_Gilbert@ed.gov or by mail at U.S. Department of Education, 330 C Street, SW, Washington, D.C. 20202. If you would rather call than write, Mrs. Gilbert can be reached at (202) 401-0843.

Office of Vocational and Adult Education (OVAE)

